



School Psychology Coordinator

Job Description

Reports To:	Senior Student Services Officer
FLSA Status:	Exempt
School Classification:	Classified, Salaried
Starting Pay Range:	\$70,000 - \$100,000 based on education and experience.
Work Schedule:	12 months
Location:	Onsite Office
Position Summary:	<p>The School Psychology Coordinator leads the development, implementation, and evaluation of a comprehensive school psychology program that supports special education compliance, student evaluation, and data-informed intervention across Hiawatha Academies. This role ensures high-quality psychological services aligned with federal and state special education requirements, while also supporting behavior intervention, mental health programming, and trauma-informed practices that promote academic success and emotional wellness. Grounded in a whole-child approach, the Coordinator collaborates with educators, student services teams, families, and community partners to strengthen Multi-Tiered Systems of Support (MTSS), oversee special education evaluations, and guide staff in implementing restorative, evidence-based practices. The role includes supervision of school psychologists and related service providers, coordination of crisis response protocols, and strategic use of data to drive continuous improvement.</p>

ESSENTIAL FUNCTIONS and RESPONSIBILITIES:

General Duties

Special Education & School Psychology Services

- Oversee the delivery of school psychology services across the network, ensuring compliance with IDEA and Minnesota special education regulations.



- Conduct and supervise comprehensive psychological evaluations to assess students' cognitive, academic, social-emotional, and behavioral functioning.
- Support the development of IEPs, Functional Behavior Assessments (FBAs), and Behavior Intervention Plans (BIPs) in collaboration with multidisciplinary teams.
- Provide consultation to educators and families to support appropriate interventions and accommodations.
- Maintain documentation and systems to ensure timely evaluation, eligibility determination, and service delivery.

Data-Informed Decision Making & MTSS

- Lead the collection and analysis of student data to identify trends, monitor progress, and refine intervention strategies.
- Strengthen MTSS frameworks by training staff to interpret screening data and implement tiered supports for academic, behavioral, and emotional needs.
- Use data to evaluate program effectiveness and inform continuous improvement across special education and student support services.

Program Development & Professional Learning

- Design and deliver professional development for school psychologists, special education staff, and student services teams.
- Promote consistent implementation of trauma-informed, restorative, and culturally responsive practices.
- Develop protocols for early identification of student needs and integration of services into school routines.

Crisis Response & Mental Health Coordination

- Maintain and refine crisis intervention protocols for mental health emergencies, suicide prevention, and trauma recovery.
- Coordinate with emergency services and community providers to support students with complex needs.
- Support mental health programming that complements special education services and aligns with funding requirements.

Collaboration & Community Engagement

- Partner with families, educators, and administrators to promote inclusive practices and responsive student support.



- Cultivate relationships with community agencies, universities, and mental health providers to expand resources and referral pathways.
- Communicate program updates, evaluation outcomes, and emerging needs to network leadership and external stakeholders.

Supervision & Staff Support

- Supervise school psychologists, social workers, and related service providers, including hiring, onboarding, and performance evaluation.
- Provide coaching and consultation to clinical staff to ensure high-quality service delivery and compliance.
- Coordinate with external providers to support students receiving outside mental health or behavioral services.
- Other duties as assigned.

QUALIFICATIONS GUIDE:

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

Education & Experience:

- Master's degree in school psychology or a closely related field required; must meet Minnesota PELSB licensure requirements for School Psychologist.
- At least five years of experience in behavior and mental health services or a related field, with a focus on implementing systems.
- Experience leading and managing teams of professionals in culturally responsive and inclusive environments.
- Knowledge of evidence-based interventions for behavior and mental health concerns.
- Excellent interpersonal, communication, and leadership skills.
- Ability to collaborate effectively with diverse groups of stakeholders in a culturally responsive and inclusive manner.
- Strong analytical and problem-solving skills.



Other Qualifications:

- Bilingualism in Spanish and English preferred
- State and federal background clearance (Trusted Employees) to work with students (123B.03).
- No prospective employee can report to work without this clearance being received and the Human Resources Manager notifying the immediate supervisor of this clearance.

Knowledge:

- Knowledge of diversity, equity and inclusion practices
- Knowledge of applicable laws, codes, regulations, policies and procedures

Acquired Skills:

- Well-developed, clear communication and interpersonal skills that maintain a respectful, professional, and courteous manner
- Conflict resolution skills
- Ability to work with diverse student populations

Abilities:

- Team player
- Love of learning – a lifelong learner
- Flexibility and adaptability
- Able to communicate effectively and regularly with the Executive Director regarding questions and concerns
- Organized
- Openness to differing views and objectives
- Ability to perform varied and responsible educational assistant duties
- Maintain confidentiality of sensitive and privileged information
- Determine appropriate action within clearly defined guidelines
- Work independently with little direction

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable



accommodations may be made to enable individuals with disabilities to perform essential functions.

- Hearing and speaking to exchange information
- Dexterity of hands and fingers to demonstrate activities
- Operates a computer and other office productivity machinery
- Seeing, to read a variety of materials
- Bending at the waist, kneeling or crouching
- Sitting or standing for extended periods
- Lifting objects that weigh up to 25 pounds with or without assistance
- Close vision and ability to adjust focus

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

- Office environment
- Noise level is generally moderate
- Work conducted in a public or office setting
- Indoor in varying temperature
- Employees must have reliable transportation

Equal Employment Opportunity Statement:

Hiawatha Academies is committed to providing a workplace free from discrimination and harassment. In accordance with Title VII of the Civil Rights Act of 1964, we do not discriminate in employment decisions on the basis of race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), or national origin. We value diversity and strive to ensure equal opportunity for all employees and applicants.